



TEACHING AND LEARNING  
HUMAN RESOURCES SERVICES & SUPPORT

**Progress Report on Superintendent's Work Plan Goal 1  
Building Professional Culture  
February 11, 2015**

***1.a. Expand time and support for teacher-driven planning, preparation, and professional collaboration focused on improving instructional quality aligned to the Common Core State Standards***

As a way to incorporate more time and support for teacher driven planning focused on the Common Core, Teaching and Learning has designed a new position for the 15-16 school year. The position is an out-of classroom TSA position. We have identified 20 FTE for next year from our current Teaching and Learning budget to be assigned directly to school sites. These are not new positions, but existing FTEs. We will be qualifying teachers for these positions, and they will be hired by the school sites directly. We used a set of criteria to identify 20 school sites with the greatest need. We used criteria of sites with the highest percentage of English Language Learners, Z scores (used in the budget development process to assess contextual and environmental factors), number of students and recommendations from the Network Superintendents.

The 20 FTE will be paid for from the Teaching and Learning budget allocation and will focus on Language and Literacy. These TSAs will spend 40% of their day in acceleration/intervention activities focused on reading. 60% of their time will be spent in service of teachers' professional growth and learning. These TSAs will be the lead learners for Common Core at their school sites and help to support the transition to the Common Core State Standards.

***1.b. Expand the use of the Teacher and Principal Evaluation Pilots***

The Teacher Growth and Development System (TGDS) Pilot launched at 16 pilot schools in the fall of 2014-2015. Since the launch, all 16 sites have received intensive support and implementation training from their HR TGDS specialists. Weekly sites visits have enabled specialists to support school leaders and their leadership teams in implementation of the TGDS pilot as well as to provide onsite training to grow observation and feedback skills. As a result, 100% of TGDS sites have completed or are on track to complete the preliminary observation cycle and 75% of sites have begun phase two, the short observation cycle. We are hearing from pilot participants that TGDS is providing the tools, time and structures to support real growth in teaching practice.

We are continuing to support school sites in TGDS implementation and working in partnership with sites to make revisions to the current TGDS model to be more user friendly and streamlined. Toward that end, we are revising the current Oakland Effective Teaching Framework (OETF) based on pilot site feedback as well as reviewing our current online platform and soliciting an Request For Proposal (RFP) from alternate providers. At the same time, we are expanding our TGDS certification trainings to include a broader-base of our central and network based support teams in anticipation of scale up in 2015-2016. We are working with the OEA/OUSD Joint Study Committee to gather feedback from all pilot participants through a Teacher Perception Survey. These survey results, as well as input from TGDS principals, will inform their recommendation for next steps with TGDS implementation in 2015-2016. We anticipate their report to be ready in early March.

The Leader Growth and Development System (LGDS) has been underway with all principals since the start of the school year. By engaging with all principals, we have been able to utilize principal professional learning time to facilitate necessary training and engagement with principals to support the pilot implementation. The Network Superintendents have a monthly training devoted to the pilot, and they have focused on the pilot processes and system in this initial time. We have heard positive feedback from principals and supervisors when they have been able to devote sufficient time to use the LGDS processes. At times, it has been a challenge to prioritize and integrate the LGDS system with other new network initiatives.

In the coming months, we will be revising the OUSD Leadership Dimensions and other tools based on pilot participant feedback. We also are focusing more deeply on building supervisor's skills to support implementation beyond the surface level of the processes. We expect to have established a certification process for supervisors by the end of the year to have in place for continued implementation next year. This spring we will work with the LGDS advisory team, made up of principals, UAOS Leadership, and Network Superintendents to finalize an implementation plan for 2015-2016.

### ***1.c. Establish and utilize a Human Capital Data Management System***

At the October BOE meeting we were still in the process of finalizing a timeline for the Workday Human Capital Management (HCM) implementation. Since then, we have worked with Technology Services to establish a timeline that takes into account the IFAS upgrade schedule. Since Workday will be integrating with the updated version of IFAS, we will go-live with Workday in November 2015, after we can be sure that the Finance and Payroll processes are running as expected in the upgraded system.

The reorganization of central office departments has also impacted our scope. In the new HR department, Benefits and HR processes will no longer be separated as they are now. Given that the same HR employees will be working on Benefits and core HR processes, it makes sense for the department to operate on one technology system (Workday) rather than two (Workday and IFAS). In addition to the internal efficiencies,

the implementation of Workday HCM and Benefits together will provide new hires with a more cohesive online onboarding experience.

In April/May, our implementation partner (Sierra-Cedar) will come on site to begin implementation. In the mean time, the Human Capital Data team is engaging with Workday and other Workday clients to prepare for implementation. This includes mapping data and processes and preparing for the reports that will need to be created in the new system.

The team is excited to introduce OUSD employees to the benefits of this modern HR system. In addition to the value we will gain as an organization from access to and analysis of staff data, individual employees will have an improved HR experience from the moment they start the onboarding process:

- Onboarding will be mostly an electronic process, which will require fewer visits to HR by the new hire.
- New hires and their managers will be able to see where the new hire is in the onboarding process.
- Employees will be able to see consistent and real time, accurate organizational charts across the organization.
- Employees will be able to view and change their personal data in Workday via a modern and user-friendly interface.
- Managers will be able to access data about their teams (like probationary status and evaluation status) so that they may actively aid them in their growth and development.
- HR will greatly reduce paper processes, resulting in more efficient handling of basic administrative tasks and an improved employee experience.